

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 4:47 DOCUMENT CONTROL CENTER CTA'S ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Holliday ISD	005-902			
Vendor ID #	ESC Region #			
	9			
Mailing address	City	State	ZIP Code	
PO Box 689	Holliday	TX	76366	
Primary Contact				
First name	M.I.	Last name	Title	
Natalie	K	Booher	Coordinator of Student Services	
Telephone #	Email address		FAX #	
940-583-4491	kim.booyer@hollidayisd.net		940-583-4480	
Secondary Contact				
First name	M.I.	Last name	Title	
Kevin		Dyes	Superintendent	
Telephone #	Email address		FAX #	
940-586-1281	kevin.dyes@hollidayisd.net		940-586-1492	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kevin	L	Dyes	Superintendent
Telephone #	Email address		FAX #
940-586-1281	Kevin.dyes@hollidayisd.net		940-583-1492
Signature (blue ink preferred)		Date signed	
		10-22-2017	

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 005-902			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

With the help of the Perkins Grant, we would be able to offer a more comprehensive Certified Nursing Assistant program to our students who plan to pursue a medical career beyond high school. Because a career in the medical field requires a high-level of skill, it is never too early to prepare our students for the rigor and demand of the post-secondary level courses. The medical field is one of extremely high demand and high school preparation will allow our students the opportunity to be ahead of the competitive game when it comes time to apply for acceptance into the CNA, Licensed Vocational Nurse (LVN), or even Registered Nurse (RN) programs.

We currently partner with a local two-year college for a part-time CNA program and have the interest to offer a full-time CNA program that allows for students to take the classes needed to pass the CNA certification test prior to graduating from high school. Upon passing the CNA classes, we would be able to offer a full-time LVN preparation program that will allow the students to take four required classes that may not have to be retaken at the college level, if the students choose to continue on to our local partner-college. By continuing their education through our local partner college, these classes would be accepted at the college level for students desiring to continue to pursue their LVN certification. Should students choose not to continue on and attend our local partner-college, they may still choose to pursue a four-year degree as a Registered Nurse and have a more competitive edge on acceptance to their programs by having a CNA certification and a strong background of nursing skills that will enhance their performance on the nursing program entrance exam, the Health Educational Systems, Inc (HESI).

We conducted interviews with local higher education campuses concerning how many students are accepted into their nursing program immediately after graduating from high school. According to the local campuses, there are only a certain number of open spots available and very few students who have just graduated from high school are accepted into those spots because they lack the prerequisites. If the students who apply for acceptance came out of high school already having a CNA certification, they automatically earn three additional points towards their acceptance status. If they graduate with CNA certification as well as having taken LVN-related courses, they are awarded even more points. So to compare one of our students, who has the CNA certification as well as LVN-related courses to another student who is applying with no foundational courses, our students would be ahead of the game. Even in the situation where one of our students may not score as high on their entrance exam, they may still be accepted over higher-scoring students because of the foundational work they have already completed.

According to the Texas Career Check website, two of the top 25 occupations making above the median wage of \$34,500 and ranked by the highest projected number of jobs added due to growth in the industry are Registered Nurses, ranked in at number one, and at number twelve you will find Licensed Practical and Licensed Vocational Nurses. The employment rate in the field of Licensed Practical and Licensed Vocational Nurses is expected to increase by 26.70% with annual wages to reach \$46,000. This occupation requires a Post-Secondary Certificate which is awarded for training completed after high school as well as a Public Services Endorsement which is currently offered at our high school level.

In partnering with our community nursing home facility, we would be able to provide our students with clinical training that includes:

- Assisting and caring for others by providing personal assistance, medical attention, emotional support, or other personal care to patients.
- Documenting and recording information by participating in hands-on experiences of entering, transcribing, and recording information in written as well as electronic form.
- Effectively communicating with supervisors, peers, and patients by providing information to supervisors, co-

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workers, and patients in a variety of forms and media.

- Establishing and maintaining interpersonal relationships by developing constructive and cooperative working relationships with others, and maintaining them over time.
- Receiving information which will require observing, receiving, and otherwise using problem-solving and high-level thinking skills to obtain information from a variety of relevant sources.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 005-902	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$47,814	\$0	\$47,814	\$9,563
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$27,300	\$0	\$27,300	\$5,460
Grand total of budgeted costs (add all entries in each column):			\$75,114	\$0	\$75,114	\$15,023

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 005-902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0\	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$

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2 4	Subtotal employee costs:		\$	\$
Substitute, Extra-Duty Pay, Benefits Costs				
2 5	6112	Substitute pay	\$0	\$0
2 6	6119	Professional staff extra-duty pay	\$0	\$0
2 7	6121	Support staff extra-duty pay	\$0	\$0
2 8	6140	Employee benefits	\$0	\$0
2 9	61XX	Tuition remission (IHEs only)	\$0	\$0
3 0	Subtotal substitute, extra-duty, benefits costs		\$0	\$0
3 1	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 005-902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
	Expense Item Description		Grant Amount Budgeted
			Match
6269	Rental or lease of buildings, space in buildings, or land		\$0
	Specify purpose:		\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0
Professional and Contracted Services			
#	Description of Service and Purpose		Grant Amount Budgeted
			Match
1	The LEA will contract with our local community Junior College to secure a CNA/LVN instructor		\$0
2			\$0
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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1			
3			
1			
4			
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
Supplies and Materials Requiring Specific Approval				
		Grant Amount Budgeted	Match	
6300	Total supplies and materials that do not require specific approval:		\$47,814	\$9,563
	Lifeline Crash Cart	3 @ \$2,139		
	Defibrillator with simulator	3 @ \$1,799		
	Diagnostic equipment	2 @ \$3,450		
	Mobile Diagnostic stand	3 @ \$1,500		
	Beds	3 @ \$3,000		
	Stretcher	2 @ \$2,000		
	Manikins (geriatric, patient, pediatric)	3 @ \$1,700		
	Patient care essentials (wheelchair, walkers, etc)	2 @ \$2,000		
	Nursing supply kits	25 @ \$ 100		
Grand total:		\$47,814	\$9,563	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>			
County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 005-902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2	Access/Point of Care Computer Medical Cart	2	\$8,150	\$16,300	\$3,260
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12	Included above				
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	Vein viewers	2	\$5,500	\$11,000	\$2,200
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$27,300	\$5,460

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12---Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	75	30%	
Limited English proficient (LEP)	75	5%	
Attendance rate	NA	97%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.	1	100%	
No degree		%	
Bachelor's Degree	1	100%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											25	25	25	75
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1	1	1	3

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Schedule #13—Needs Assessment

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our high school is the chosen campus to utilize the awarded grant money to expand our CNA/LVN program to a full-day program instead of the half-day program we currently offer. Our current program would be supplemented by providing hands-on training through real-life experiences by offering clinical training at our community nursing facility. Prior to taking on our nursing home population, our students will need to be trained in the following skills:

- How to observe patients.
- How to answer patients' calls and determine how to assist them.
- How to measure and record patients' vital signs, such as height, weight, temperature, blood pressure, pulse, and respiration.
- How to help patients with bathing, dressing, maintaining personal hygiene, moving in bed, or standing and walking.
- How to apply compresses, ice bags, or hot water bottles.
- How to clean rooms and make beds.
- How to inventory and requisition supplies and instruments.
- How to provide medical treatment or personal care to patients in private home settings, such as cooking, keeping rooms orderly, seeing that patients are comfortable and in good spirits, or instructing family members in simple nursing tasks.
- How to make appointments, keep records, or perform other clerical duties.
- How to set up equipment and prepare treatment rooms.

While this list is limited to the scope of our program, it is the most highly prioritized skills, according to our local community college nursing program instructor. Because these skills are critical to the well-being of another person, they would need to be taught by someone certified or licensed to provide these skills, such as a Licensed Vocational Nurse or a Registered Nurse. Persons with this level of training can be contracted through our local community college to teach on our high school campus. A partnership with our community nursing home facility is also already established for our current program.

The partnership with the local community nursing home facility will also provide our campus with the opportunity to develop an outreach program for our students with special needs. Some of our students could be taught employable skills such as janitorial or housekeeping duties, while others could benefit from the opportunity to socialize or initiate interactions. While these students may not be preparing to take a state certification test, they are still learning critical self-help and self-advocacy skills of personal health and well-being, while also learning, to the extent of their abilities, employability skills in a sheltered environment.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 005-902		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	<ul style="list-style-type: none"> Full-time LVN/RN staff from local college to teach introductory classes and CNA classes required for certification. Upon certification, continue on teaching full-time prerequisite classes for those pursuing their LVN upon graduation from high school. 	The grant would provide funds to expand our current part-time CNA program to full time LVN preparatory program.
2.	<ul style="list-style-type: none"> Provide the technology systems training that is required in the competitive medical field. We would need to update our technology and software to include an exemplary system that would give hands-on advanced training to students as they move towards a medical field that is highly computerized and digital. 	The grant would provide funding to allow for maximum interactive experiences with the technological knowledge required to be competitive and efficient in the medical field.
3.	<ul style="list-style-type: none"> State of the art medical modules, equipment, and training gear that replicates a medical setting for maximum patient experience. 	The grant would allow our district to be able to purchase and provide the most up-to-date and realistic equipment and training gear that would allow for appropriate and relevant real-life training for the medical profession.
4.	<ul style="list-style-type: none"> Hand-on training and experiences that allow for refining specific skills and deeper understanding of the medical experience. This will enhance the test-taking experiencing by having relatable activities from which to draw knowledge. 	The grant for provide for students to have the hands-on, interactive experiences in the classroom setting prior to being put into a clinical setting. It would provide for the student to be able to rely on classroom training and instruction and apply the skills to real-life experiences.
5.	<ul style="list-style-type: none"> Allowing an opportunity for those students in the special education sub-population to learn hands-on, employability skills in a sheltered environment for maximum training and skills assessment. 	The grant would allow our district to offer additional life-skills training to our special needs population by giving them the opportunity to learn self-help and personal hygiene skills, as well as employability skills such as cleaning, organizing, and household care.

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Schedule #14—Management Plan					
County-district number or vendor ID: 005-902				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1	Registerend Nurse	State accredited registered nurse certified to teach nursing skills.			
2	Licensed Vocational Nurse	State accredited licensed vocational nurse certified to teach nursing skills.			
3	Certified Teacher	Teacher certified to teach Science classes.			
4					
5					
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1	Hire additional personnel	1.	Additional personnel would be contracted through the local Junior College during the summer of 2018	8/20/2018	ongoing
		2.			
		3.			
		4.			
		5.			
2	Purchase supplies	1.	Order all supplies needed for program	Summer 2018	Summer 2018
		2.			
		3.			
		4.			
		5.			
3		1.			
		2.			
		3.			
		4.			
		5.			
4		1.			
		2.			
		3.			
		4.			
		5.			
5		1.			
		2.			
		3.			
		4.			
		5.			
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities					
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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our current process in place for monitoring the attainment of goals and objectives is through progress reports, six-week report cards, classroom quizzes and benchmarks, and performance on locally developed practice tests aligned with the current objectives required for passing the state certification test. We rely on the guidance and recommendations from the local community college nursing program to adjust our goals when necessary and provide communication through our website, email, conferences, or through letters home to parents.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the

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Schedule #15—Project Evaluation

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of student who attain state certification as a CNA during high school	1.	Passing the state certification test
		2.	
		3.	
2.	Number of students who attain state certification as a LVN the first two years after graduating from high school	1.	Passing the assessment required for acceptance into the nursing program.
		2.	Passing the state certification test.
		3.	
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will maintain semi-annual contact with the NorTex Regional Planning Commission to collect and evaluate data that is directly related to our program, including but not limited to, the number of occupations in the related fields that are available in our area and the required skills needed for those occupations.

We will also maintain a close working relationship with our local partner-college to make sure our program is teaching the most up-to-date methods of medical care delivery that is required and desired from local health care facilities when considering applicants for their positions.

We will provide for our students to participate in seminars and workshops offered at the college level that is directly related to the nursing profession.

And finally, we will continue to partner with the local nursing home facility to make changes in patient-care and patient/provider relationships as needs develop or change.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to identify the high-demand occupations and their related programs of study, we first interviewed the local community college with whom we currently partner with our current CNA/LVN program. The current programs offered through the local community college include the Certified Nursing Aide program through continuing education. Another medical-related program also offered as a fast-track certification through continuing education is the Phlebotomy certification program. Away from continuing education, there are three medical field related certification programs offered, one is certified LVN, another is surgical technology, and the other is pharmacy technician. Students also have the option of completing their Associate Degree in Nursing as a LVN and may continue on into the LVN-RN Transition program. This program is a 60 semester hour program that begins in the summer semester. It is designed for the student who already has LVN/LPN certification. Once general education requirements are met, this program can be completed in one year.

After visiting with the local community college, we researched the website of Texas Career Check and found that Registered Nurses and Licensed Vocational Nurses are in the top 25 occupations in Texas and when ranked according to growth projections, the RN is number one and the LVN is number twelve. Further research of the LVN occupation revealed that the National Industry Employment Patterns reported the following statistics:

Industry	% of LVN's employed	Annual Growth Rate
Nursing care facilities	29.5	0.62
General medical and surgical hospitals	14.2	-1.67
Offices of physicians	12.8	2.05
Home health care services	11	4.87
Community care facilities for the elderly	6.5	4.03
Employment services	4.1	1.31
Outpatient care centers	2.9	4.31

In the state of Texas, there are currently over 69,000 LVN's employed. The projected employment for the year 2024, based on current growth trends for LVN's is projected to reach 87,000. For a growth rate of 2.39%.

There are also several related fields of study that easily transition out of the LVN program and those include:

- Acute Care Nurses
- Cardiovascular Technologists and Technicians
- Dental Assistants
- Medical Assistants
- Occupational Therapy Assistants
- Physical Therapy Assistants
- Psychiatric Technicians
- Radiologic Technicians
- Respiratory Therapy Technicians
- Social and Human Service Assistants

According to the Occupational Outlook handbook, the fastest growing occupations include occupational therapy assistants, physical therapy assistants, physical therapy aides, and home health aides, all of which may transition from the LVN program. The occupations with the most *new* jobs include personal care aides, registered nurses, home health aides, nursing assistants, and medical assistants. Again, all of these occupations may transition from the LVN program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

For the first year in the high school program, the students will take Introduction to CNA the first semester and then take the Certified Nursing Assistant class the second semester, which includes taking the certification test upon completion of the coursework.

Once the students have passed the certification test for CNA, they are eligible to begin the LVN program the following year. The second year LVN program would include four 9-week courses:

Practical Nursing
Journey Across the Life Span
Microbiology
Basic Geriatric Nursing.

Upon graduation from High School, the following program would be the proposed program for those continuing on to pursue LVN certification:

Fall semester:

1. Anatomy & Physiology I (4 credit hours)
2. College Algebra, College Algebra with Review, Contemporary Math, or Elementary Statistical Methods (3-4 credit hours)
3. Composition I (3 credit hours)
4. General Psychology (3 credit hours)

Total of 13-14 credit hours

Spring Semester:

1. Anatomy & Physiology II (4 credit hours)
2. Lifespan Growth & Development (3 credit hours)
3. Language, Philosophy, and Culture or Creative Arts (3 credit hours)*
4. Nursing Pathophysiology (3 credit hours)

Total of 13 credit hours

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

A sample crosswalk of postsecondary coursework to obtain an Associate's Degree in Nursing could look like this:

Fall semester:

1. Anatomy & Physiology I (4 credit hours)
2. College Algebra, College Algebra with Review, Contemporary Math, or Elementary Statistical Methods (3-4 credit hours)
3. Composition I (3 credit hours)
4. General Psychology (3 credit hours)

Total of 13-14 credit hours

Spring Semester:

1. Anatomy & Physiology II (4 credit hours)
2. Lifespan Growth & Development (3 credit hours)
3. Language, Philosophy, and Culture or Creative Arts (3 credit hours)*
4. Nursing Pathophysiology (3 credit hours)

Total of 13 credit hours

Once complete, students are eligible for admission consideration to the ADN program.

The Nursing Department offers two tracks leading to the nursing degree:

- **The LVN-RN Transition** is a 60 semester hour program that begins in the summer semester. It is designed for the student who possess an LVN/LPN certification. Once general education requirements are met, this program can be completed in one year.
- **The RN Generic** is a 60 semester hour program that begins in the fall semester of each year. It is designed for students who do not possess any previous nursing licensure. Once the general education requirements are met, this program can be completed in two years.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 005-902	Amendment # (for amendments only):
TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.	
<p>Our partner organizations will include our local community college with whom we already partner with our current part-time program, and our local community nursing home facility with whom we already partner to obtain our clinical hours.</p> <p>The local Junior College also has an agreement with the local hospital to provide opportunities for our students to job-shadow, observe, and get hands-on clinical training in the real-life setting. The funds would be used to allow expanded activities in the medical community such as job shadowing or field trip experiences in the local hospitals or clinics.</p> <p>We would have the opportunity to include our special needs sub-population in occupational skills training and self-help skills, and continue to promote and enhance the current relationships with our local community college. Because the CNA/LVN program allows for the opportunity to branch out into so many different medical-related fields, we would be able to assure that each student is provided an individualized experience throughout the process, starting when they first enter the program, that will help guide them through to the best choice of medical related occupation based on their individual goals, interests, and abilities.</p> <p>The local NorTex Regional Planning Commission and Texas Workforce Commission is also a valuable local asset that we have with whom to consult concerning the demand of occupations in the medical field and the skills that are being sought after when considering someone for employment.</p>	
TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.	
<p>Our industry partner would be our local community college, our local hospital, and our local community nursing home facility. Our current program is partnered with a local community college who provides an instructor to teach our CNA classes.</p> <p>The CNA classes are offered the first year of the program with Introduction to CNA being offered the first semester and then CNA is offered the second semester. Upon completion of the CNA class, the students are eligible to take the CNA state certification test. Not only will they be obtaining their certification, they will also receive training to become CPR certified, First Aid certified, and certified in Blood-borne pathogens.</p> <p>Once students pass their CNA certification, they are eligible to enter the LVN program. This program consists of 36 weeks and covers four 9-week courses: Practical Nursing, Journey Across the Life Span, Microbiology, and Basic Geriatric Nursing. If students continue to pursue LVN certification through the local community college with whom we partner, then these four classes are counted as credit courses and they do not have to retake them at the college level.</p> <p>Because of the intensity and rigor of these courses, and the availability of only one part-time instructor, our program is limited. The grant would allow us to expand our program so that more students could participate and obtain these valuable certification and postsecondary preparatory skills that will advance their careers immediately upon graduation from high school. Not only will they possess employability skills for immediate access to the medical community, but they also will be ahead of the scoring system when applying to further their careers at the college level. The grant will also allow us to obtain up-to-date, modern training equipment needed for optimal experiences prior to clinical transition and securing computer-based recording software that will allow for data and information gathering that is critical to patients' needs assessment.</p> <p>The local community college would be our greatest asset in developing and following a rigorous, competitive curriculum.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our sustainability plan would be to continue to support the program through local funds. We would also seek additional funding, grants, or scholarships from our local industry partners who have experienced and witnessed the value and success of our program through the support of the Perkins Grant.

The awarding of a Perkins Reserve Grant will allow our current part-time CNA/LVN program to expand into a full-time program with the capability of providing intensive instruction to those students who want to pursue a nursing career beyond high school. Our current program is partnered with a local community college who provides an instructor to teach our CNA classes. The funds would be used to allow expanded activities in the medical community such as job shadowing or field trip experiences in the local hospitals or clinics. We would have the opportunity to include our special needs sub-population in occupational skills training and self-help skills, and continue to promote and enhance the current relationships with our local community college. Because the CNA/LVN program allows for the opportunity to branch out into so many different medical-related fields, we would be able to assure that each student is provided an individualized experience throughout the process, starting when they first enter the program, that will help guide them through to the best choice of medical related occupation based on their individual goals, interests, and abilities.

The top certification that we would want our students to be able to attain would be certification as a Registered Nurse. Secondary to RN would be certification as a Licensed Vocational Nurse.

We also recognize the following medical fields that may be of interest and that can derive from the beginning CNA program in high school:

- Acute Care Nurses
- Cardiovascular Technologists and Technicians
- Dental Assistants
- Medical Assistants
- Occupational Therapy Assistants
- Physical Therapy Assistants
- Psychiatric Technicians
- Radiologic Technicians
- Respiratory Therapy Technicians
- Social and Human Service Assistants
- Phlebotomists

Because of the growing interest and demand in the health care field, especially with nurses and care providers, we would not have any issues sustaining our program and continuing to build our program with each year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The top certification would be certification as a Registered Nurse. Secondary to RN would be certification as a Licensed Vocational Nurse.

We also recognize the following medical fields that may be of interest and that can derive from the beginning CNA program in high school:

- Acute Care Nurses
- Cardiovascular Technologists and Technicians
- Dental Assistants
- Medical Assistants
- Occupational Therapy Assistants
- Physical Therapy Assistants
- Psychiatric Technicians
- Radiologic Technicians
- Respiratory Therapy Technicians
- Social and Human Service Assistants
- Phlebotomists

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 005-902

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The awarding of a Perkins Reserve Grant will allow our current part-time CNA/LVN program to expand into a full-time program with the capability of providing intensive instruction to those students who want to pursue a nursing career beyond high school. Our current program is partnered with a local community college who provides an instructor to teach our CNA classes.

The CNA classes are offered the first year of the program with Introduction to CNA being offered the first semester and then CNA is offered the second semester. Upon completion of the CNA class, the students are eligible to take the CNA state certification test. Not only will they be obtaining their certification, they will also receive training to become CPR certified, First Aid certified, and certified in Blood-borne pathogens.

Once students pass their CNA certification, they are eligible to enter the LVN program. This program consists of 36 weeks and covers four 9-week courses: Practical Nursing, Journey Across the Life Span, Microbiology, and Basic Geriatric Nursing. If students continue to pursue LVN certification through the local community college with whom we partner, then these four classes are counted as credit courses and they do not have to retake them at the college level.

Because of the intensity and rigor of these courses, and the availability of only one part-time instructor, our program is limited. The grant would allow us to expand our program so that more students could participate and obtain these valuable certification and postsecondary preparatory skills that will advance their careers immediately upon graduation from high school. Not only will they possess employability skills for immediate access to the medical community, but they also will be ahead of the scoring system when applying to further their careers at the college level. The grant will also allow us to obtain up-to-date, modern training equipment needed for optimal experiences prior to clinical transition and securing computer-based recording software that will allow for data and information gathering that is critical to patients' needs assessment.

The funds would be used to allow expanded activities in the medical community such as job shadowing or field trip experiences in the local hospitals or clinics. We would have the opportunity to include our special needs sub population in occupational skills training and self-help skills, and continue to promote and enhance the current relationships with our local community college. Because the CNA/LVN program allows for the opportunity to branch out into so many different medical-related fields, we would be able to assure that each student is provided an individualized experience throughout the process, starting when they first enter the program, that will help guide them through to the best choice of medical related occupation based on their individual goals, interests, and abilities.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias			
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Other (specify)			
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			
B02	Provide interpreter/translator at program activities			
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries			
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs			
B19	Seek collaboration/assistance from business, industry, or institutions of higher education			
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color			
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color			
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program			
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			
B99	Other (specify)			
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention			
C02	Provide counseling			
C03	Conduct home visits by staff			
C04	Provide flexibility in scheduling activities			
C05	Recruit volunteers to assist in promoting gang-free communities			
C06	Provide mentor program			
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities			
C09	Conduct parent/teacher conferences			
C10	Strengthen school/parent compacts			
C11	Establish collaborations with law enforcement agencies			
C12	Provide conflict resolution/peer mediation strategies/programs			
C13	Seek collaboration/assistance from business, industry, or institutions of higher education			
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues			
C99	Other (specify)			
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention			
D02	Provide counseling			
D03	Conduct home visits by staff			
D04	Recruit volunteers to assist in promoting drug-free schools and communities			
D05	Provide mentor program			
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			
D07	Provide community service programs/activities			
D08	Provide comprehensive health education programs			
D09	Conduct parent/teacher conferences			
D10	Establish school/parent compacts			
D11	Develop/maintain community collaborations			
D12	Provide conflict resolution/peer mediation strategies/programs			
D13	Seek collaboration/assistance from business, industry, or institutions of higher education			
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues			
D99	Other (specify)			
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention			
E02	Provide program materials/information in Braille			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type			
E04	Provide program materials/information in digital/audio formats			
E05	Provide staff development on effective teaching strategies for visual impairment			
E06	Provide training for parents			
E07	Format materials/information published on the internet for ADA accessibility			
E99	Other (specify)			

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention			
F02	Provide interpreters at program activities			
F03	Provide captioned video material			
F04	Provide program materials and information in visual format			
F05	Use communication technology, such as TDD/relay			
F06	Provide staff development on effective teaching strategies for hearing impairment			
F07	Provide training for parents			
F99	Other (specify)			

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention			
G02	Expand tutorial/mentor programs			
G03	Provide staff development in identification practices and effective teaching strategies			
G04	Provide training for parents in early identification and intervention			
G99	Other (specify)			

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints			
H02	Provide staff development on effective teaching strategies			
H03	Provide training for parents			
H99	Other (specify)			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints			
J02	Ensure all physical structures are accessible			
J99	Other (specify)			
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention			
K02	Develop and implement a truancy intervention plan			
K03	Conduct home visits by staff			
K04	Recruit volunteers to assist in promoting school attendance			
K05	Provide mentor program			
K06	Provide before/after school recreational or educational activities			
K07	Conduct parent/teacher conferences			
K08	Strengthen school/parent compacts			
K09	Develop/maintain community collaborations			
K10	Coordinate with health and social services agencies			
K11	Coordinate with the juvenile justice system			
K12	Seek collaboration/assistance from business, industry, or institutions of higher education			
K99	Other (specify)			
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies			
L02	Establish collaborations with parents of highly mobile families			
L03	Establish/maintain timely record transfer system			
L99	Other (specify)			
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents			
M02	Conduct home visits by staff			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities			
M04	Conduct parent/teacher conferences			
M05	Establish school/parent compacts			
M06	Provide parenting training			
M07	Provide a parent/family center			
M08	Provide program materials/information in home language			
M09	Involve parents from a variety of backgrounds in school decision making			
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			
M11	Provide child care for parents participating in school activities			
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program			
M14	Conduct an outreach program for traditionally "hard to reach" parents			
M15	Facilitate school health advisory councils four times a year			
M99	Other (specify)			
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel			
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups			
N03	Provide mentor program for new personnel			
N04	Provide intern program for new personnel			
N05	Provide an induction program for new personnel			
N06	Provide professional development in a variety of formats for personnel			
N07	Collaborate with colleges/universities with teacher preparation programs			
N99	Other (specify)			
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits			
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 005-902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits			
P99	Other (specify)			

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities			
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			
Q03	Conduct program activities in community centers and other neighborhood locations			
Q99	Other (specify)			

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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